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The discussion group technique has been widely used and accepted with parents of children enrolled in various preschool programs as an effective means of changing parental attitudes and behavior toward their children. With the advent of kindergarten programs for children from low-income families, there has been much discussion but very few educational programs for parents of children enrolled in these kindergartens.

The present study was designed (1) to offer a series of six discussion classes, related to child development and parent-child relations, to the parents in seventy-seven families having a child enrolled in one of the ESEA-Title I kindergarten classes in Asheboro, North Carolina, during the school year 1969-1970; and (2) to determine the effectiveness of the series of classes in changing parental attitudes toward child-rearing. By random selection in the two school areas involved, the participating parents in one school area became the experimental group and the participating parents in the other school area became the control group.

In addition to the Southern California Parent Attitude Survey, a questionnaire concerning provisions for children and parental use of community resources, and a personal data sheet were administered to the experimental group and to the

control group before and after a series of six discussion classes for the experimental group. The control group received no instruction between pre- and posttests, but participated in a series of classes after the experimental group classes and all pre- and posttests had been completed.

The sample included seven mothers in each group who had completed all pre- and posttests and had participated in six discussion classes for their particular group. The sign test and the Mann-Whitney test were utilized in the analyses of data with the level of significance set at .05.

Findings indicated that the mothers' attitudes toward child-rearing practices changed significantly after they had participated in the series of discussion classes. The change was in the direction of more desirable attitudes. Free responses on the pre- and post-forms of the questionnaire indicated that some changes were made in certain provisions for children and in parental use of community resources. The classes appeared to have contributed to these changes.

CHANGES IN ATTITUDES OF MOTHERS TOWARD CHILD REARING PRACTICES AFTER THEIR PARTICIPATION IN SIX DISCUSSION CLASSES

by

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CHAPTER I

INTRODUCTION

During the preschool years, a child develops more rapidly physically, mentally, socially, and emotionally than at any other time in his life. Consequently, the child's environment at home and in kindergarten both have marked influences on all aspects of his development.

Preschool education and parent education have been found to go hand in hand in helping the child grow and develop to his greatest potential. Unfortunately, many factors including the lack of financing, and the educational experiences and attitudes of parent, have tended to limit preschool education to the children of the middle and upper classes and parent education to the parents of these children.

In recent years, emphasis has been placed on preschool education, particularly kindergarten programs, for children from low-income families. Much has been said about educational programs for parents of children enrolled in these kindergartens, but most parental programs to date have consisted of services for parents rather than of work with them.

Indications are that kindergartens have been

successful in preparing the children from low-income families for entrance into first grade and subsequent adjustment to school life; however, the child's school environment is only a portion of his total environment. His home environment is very important. The parents' own attitudes toward school, their attitudes toward their children, and their relationships with them largely determine how the child feels about school and how well he does in school. Therefore, the combination of kindergarten for children from low-income families and educational programs for the parents of these children can do a more adequate job of really helping the child than kindergarten alone can do.

Studies of parent education programs for preschool are limited and are primarily related to either increases in factual knowledge of parents through some educational program, or changes in attitudes and behavior of parents as a result of having participated in discussion groups. Studies of parent discussion groups in relation to change in parental attitudes and/or behavior toward their children indicate that group discussion can bring about positive change. Studies of parent discussion groups including only low-income families report changes in parental behavior and attitudes but these reports were based on observations and evaluations by leaders and comments of participating parents. Follow-up studies of parent discussion groups designed specifically for low-income families, using validated

instruments and control groups would be of value to persons planning and working with both kindergarten programs and parent education programs for low-income families. Such studies, increasingly improved in design, would allow researchers to compare children's development and their readiness for and adjustment to school life in a total educational program, including children and parents, with that of children in an educational program that includes only the children.

In this study, a comparison was made of changes in attitudes of mothers participating in a series of six discussion classes with mothers participating in a later series of classes but receiving no instruction between pre- and post-administration of an attitude survey.

Purposes of the Study

The purposes of the study were as follows:

1. To compare mothers' attitudes toward child-rearing practices before and after their participation in a series of six discussion classes.

2. To compare attitudes toward child-rearing practices of mothers participating in a series of six discussion classes with those of mothers receiving no instruction between pre- and post-administrations of an attitude survey, but who later participated in a series of classes.

3. To describe changes made in certain provisions

for children and use of community resources by mothers after participating in a series of six discussion classes.

Limitations of the Study

This study was limited to:

1. Schools which qualified for funds under the Elementary and Secondary Education Act (ESEA).

2. Parents of kindergarten age children in only two schools in Asheboro, North Carolina.

Definition of Terms Used

For clarity, terms that have specific meanings in this study are defined.

Discussion class is an educational technique frequently used in parent education. Herein, it refers to a group meeting of parents in an informal setting in which a discussion leader presents information in the form of films, tapes, exhibits, situation stories, news clippings, and discussion questions, and guides the group in discussion of the topic before them. The leader also directs the group to reading materials and community resources relevant to each topic of discussion.

Attitude toward child-rearing denotes the sum total of a parent's inclinations and feelings, prejudices, preconceived notions, ideas, fears, and convictions about rearing children, as determined by their score on The Southern California Parent Attitude Survey.

Certain provisions for children refers to those provisions about which questions are included on the questionnaire. These include provisions regarding: (a) safety in the home; (b) the space needs of children; (c) home schedules that contribute to the development of good health habits and happy, rewarding school experiences; and (d) use of community resources that aid parents in meeting immediate needs and in achieving individual and family goals.

ESEA-Title I Project comes under Public Law 89-10, enacted by the Eighty-ninth Congress of the United States, on April 11, 1965. This act of Congress is known as the Elementary and Secondary Education Act (ESEA), and its purpose is to strengthen and improve educational equality and opportunity in the nation's elementary and secondary schools. Title I of this act supplies financial assistance to local educational agencies for the improvement of educational opportunities for children from low-income families. Whether or not a school is eligible to participate in the various phases of the project at the local level is determined by the concentration of children from low-income families within its district.

Assumptions

Three assumptions were accepted for this study.

1. The population is homogeneous.
2. Parent attitudes are meaningfully associated with

child adjustment.

3. Attitudes of mothers toward their children can be measured.

Hypotheses

The hypotheses of this study were as follows:

Hypothesis I. There are no significant differences in attitudes of mothers before and after participating in a series of six discussion classes as measured by pre- and post-administration of the Southern California Parent Attitude Survey.

Hypothesis II. There are no differences between changes in attitudes of mothers participating in a series of six discussion classes and changes in attitude of mothers not participating in the discussion classes as measured by pre- and post-administrations of the Southern California Parent Attitude Survey.

CHAPTER II

REVIEW OF THE LITERATURE

The selected literature reviewed for this study is divided into three sections: general aspects of parent education, characteristics of low-income families, and parent education for low-income families. The latter is considered under two topics (a) parent education programs including low-income families, and (b) guidelines for use in planning parent education programs for low-income families.

Parent Education

Educational programs for parents have existed in this country for as long as records exist. However, organized education for parents began to take hold and expand and increase after 1880 (White House Conference on Child Health and Protection, 1932). The first half of the twentieth century saw an amazing growth in the number and variety of programs and materials designed to help parents with their everyday problems of child care and child-rearing (Auerbach, 1960).

The origin of organized education for parents, often referred to as the parent education movement, is best described by Whipple (1929) in the Twenty-Eighth Yearbook of the National Society for the Study of Education, Preschool

and Parental Education. He stated:

> Parental education has a twofold meaning: it is a conscious effort on the part of parents to gain an understanding attitude toward their children as developing personalities; also it is a conscious attempt on the part of organizations and agencies that serve children to interest the parent in the newer knowledge of child life, for the benefit of the child in the home as well as in the school and the community (p. 275).

Whipple saw the almost simultaneous realization of the need for the education of parents as coming from both the interests of parents and the interests of professional and community groups. Parents began to reach out to professional groups for information in regard to child development. Professional groups, realizing the importance of the home in the child's development and training, began to organize materials, to offer courses, and to provide leaders for groups of parents. Two of the early organizations which grew out of the conscious effort on the part of parents, were the Federation for Child Study, which became the Child Study Association of America, and the National Congress of Mothers, which was later reorganized as the National Congress of Parents and Teachers.

Parent education is not confined to work with parents of preschool children. However, it is closely allied to the preschool movement because there can be little improvement in learning and behavior of preschool children without improvement of home conditions and parental behavior (Whipple, 1929).

Norton (1949) saw parent education as an integral part of nursery school. If nursery school teachers are to help a child develop to his full potential, they must plan and work with the child's parents. Baruch (1939) stated that: "Without parents entering vitally into the picture, a nursery school is not a nursery school. Kindergartens have by and large been less vigorous in their emphasis on parent education" (p. 29).

Early parent education programs were characterized by an out-pouring of information and advice giving. Today they are concerned with helping parents to realize the normal processes of personality development, to understand their relationship with their children, and to become more aware of their own feelings toward the child (Frank, 1952). This change in approach to parent education has, no doubt, come about as a result of the growth and development of Child Development, Family Relations, and Psychology as fields of study, and the interchange of knowledge and understanding among them in the last fifty years.

Three major educational techniques of parent education have been used through the years. They are mass media, group procedures, and individual counseling (Brim, 1957).

Group discussion is the most widely accepted technique of parent education (Thurston, 1932; Carter, 1938; Frank, 1952). Shapiro (1956) stated: ". . . it [group discussion] is the best, or most rewarding, approach, while

recognizing the place and relatedness of all learning experiences" (p. 155).

Several studies reported increases in factual knowledge of parents who participated in parent discussion groups (Hedrick, 1934; Owing, 1949; Willsey, 1963; Endres and Evans, 1968). Hereford (1963) evaluated a community education project in parent-child relations and concluded that the attitudes of parents who attended discussion groups showed significant improvement over those of the control group. Shapiro (1956) utilizing the discussion group technique, a questionnaire adapted from one developed by Harris, Gough, and Martin (which in turn was based largely upon one devised by Shoben) and subjects drawn from the families in a medical service and research program in New York City, found the discussion group technique to be very effective as a means of changing attitudes.

The topics discussed in the groups vary widely from place to place, but most commonly, they are designed to meet the requests and interests of participating parents or the needs as seen by the discussion leader. Topics receiving the greatest number of requests seem to be discipline, sex education, and manners (Frank, 1952).

When faced with the question of who has been reached through parent education, one finds that preschool education and parent education have reached few people below the middle-class stratum of society. Chilman and Kraft (1963)

listed the following comments as familiar ones to all practitioners in the service professions:

> Parent Education may be all right, but the people who need it most don't get it.
>
> You simply can't involve low-income families in parent education programs.
>
> Parent education is hopelessly middle class. (p. 27)

The literature indicated that parent education was only a very small part of the kindergarten and other preschool programs designed specifically for the low-income families. Educators and researchers in the field are cognizant of the importance of the home and of the parents in matters pertaining to a child's development and preparation for school, but most parental programs have consisted of services for parents rather than of work with them. Egland (1966) observed and evaluated sixteen Head Start centers during the summer of 1965 and found that in a few centers, the staff managed to make home visits and give counseling and instructions, but as a rule, parents were not included in the project.

Characteristics of Low-Income Families

Reviews of the characteristics of low-income families revealed that the adults had experienced little formal education and lived on very limited incomes. Also, they were plagued with poor health, unemployment or sporadic employment, substandard housing and had been, in many cases,

uprooted by urban renewal from the few things that gave them any sense of security. They belonged to few if any organized clubs, they did little or no reading, and they felt ill-at-ease or perhaps even unwelcome in P.T.A. meetings and school activities. The fathers felt that the upbringing of the children was the mother's job and if she went anywhere the children went with her. Many of them had no means of transportation (Chilman, 1964; Irelan, 1966).

Parent Education For Low-Income Families

Parent education for low-income families has received some emphasis during the decade of the sixties. Educational programs for low-income families are reported in this section under the headings: (1) parent education programs including low-income families, and (2) guidelines for use in planning parent education programs for low-income families.

Parent education programs including low-income families. Educational programs for parents from low-income families with preschool children, reported in the literature, were of two types: (1) parent education programs in which parents observed their children in a nursery school setting regularly and participated in group discussion; and (2) parent education programs which involve parents in a given number of group discussions.

A Laboratory Family-Development-Center Pilot Project at the University of Vermont Department of Home Economics

worked with parents and their children in a laboratory setting. The project demonstrated that informal interaction between professionals and families with preschool children in a laboratory setting can stimulate change in parental management and point of view. During the first year, five low-income families met once a week to observe their children in a nursery school setting to receive information and instruction, and to discuss that which they observed, learned, or questioned about child development and behavior. Six blue collar and white collar families were added to the group for a second year of study. The researchers reported that through contact with new materials and learnings, the parents involved began to want better things for their families. They believed that this learning to want was necessary before low-income families could be motivated to accept middle-class values (Samenfink, Lepeschkin, Hall, 1967).

A Saturday School for mothers and preschoolers in Washington, D. C., staffed entirely by Urban Service Corps volunteers and located in the heart of the hard-core downtown area, involved mothers and their preschoolers. The mothers were given instruction parallel to that offered to the children. In the beginning, the mothers were told that in order to make up for the other four days a week when regular nursery schools were in session, they could work with their children at home in a planned attempt to further

the concepts, attitudes, and skills which were encouraged by the school. The program was designed to help the mothers do this. This school was attempting to help four and five year-olds who were lacking in basic concepts and attitudes considered important to school success, to get ready for entry into kindergarten and first grade (Lipchik, 1966).

The Bloomingdale Family Life Program in New York and the Seattle Family Life Education Program in Seattle, Washington, both reported success in parent discussion groups with low-income parents of children enrolled in preschool programs (Stein, 1967; Dunshire, 1968).

A nationwide demonstration designed and implemented by the Child Study Association of America, the National Urban League, and the Family Services Association of America, and funded by the office of Economic Opportunity, began in 1965 bearing the title of Project ENABLE (Education and Neighborhood Action for Better Living Environment). The objectives of this project were to provide services that would enable the individual participating parent to do the following: (1) to gain some understanding of the differentials of child-rearing, and to increase understanding of self, mate, children, and neighbors; (2) to gain knowledge, understanding, and acceptance of community resources; and (3) to identify most pressing needs in the home and the community. A report of this program revealed that lay leadership recruited for the project and participating families

alike, showed increased knowledge and change of attitudes, greater use of community resources, and local enthusiasm for and support of the programs beyond that anticipated by the professional workers. The discussion groups for parents were considered most successful in helping parents gain not only knowledge but self-confidence and greater security in their role as parents (Manser, Jones, and Ortof, 1967).

Guidelines for use in planning parent education programs for low-income families. Over a period of eighteen months during 1962 and 1963, the Children's Bureau directed an informal inquiry into ongoing parent education programs designed especially for low-income families (Chilman and Kraft, 1963). The Bureau staff corresponded with, visited, and talked to over sixty persons, representing a wide variety of professional disciplines in various parts of the country, who were conducting parent education programs with low-income families; who had tried to conduct them; or who had indicated a desire to do so but who felt that they lacked the know-how. Their findings revealed some useful guidelines for the person or persons planning educational programs with low-income families. The findings were as follows:

1. Organized group discussion was seen as an effective technique to use with low-income families; however, indications were that to reach such families, parent educators would have to go seventy-five per cent of the way.

Home visits to invite them to come to a meeting and to establish a relationship between educator and parent were a must. Transportation and baby sitting arrangements were thought to be necessary.

2. Discussion outlines that have been used with parent discussion groups through the years must be greatly modified to be used with low-income families, as their approach to child-rearing is more abstract than direct and most of them require participants to study certain material in preparation for subsequent discussions. With low-income families, discussions which focus on member-perceived day-to-day problems seemed to be the most popular. Among the topics reported as having provoked enthusiastic participation were; "keeping our kids out of trouble"; "what to do about bed wetting"; "raising children when there's no father at home"; and "handling money."

3. Meetings held in facilities in the immediate neighborhood of potential participants were apt to be the most readily accepted.

4. "Doing" programs seemed to do the most to modify behavior of both extremely shy persons and highly aggressive persons to enable them sufficiently to participate in group discussion.

5. Only a small portion of mothers in low-income neighborhoods where parent education programs were offered actually became involved in the programs. Few fathers

responded to invitations to attend parental groups even when the leaders were men and the program was built around male interests.

6. Refreshments as a part of the group meetings were considered not only as a treat for participants, but as an aid in learning how to entertain at home and as a stimulant to informal interaction among participants.

7. Programs with low-income families should, ideally, maintain a kind of open entrance and exit door for participants, but should be available to them for at least two or three years.

8. All respondents agreed that a well trained competent staff is necessary for parent education. Various professions were specified as being able to do an adequate job. However, no matter whether home economist, family life education specialist, or adult educator was specified, those with successful parent education programs agreed that the parent educators with the following characteristics were most successful in working with low-income families: (a) a mature capacity for "motherliness"--the ability to give and forgive, to support, to guide with clarity and patience, and to set firm limits with both sensitivity and conviction; (b) a sense of dignity which carries with it an aura of competent strength, but also permits its owner to perform unpleasant tasks (such as cuddling a messy baby) without loss of dignity; (c) creativity, flexibility, and a willingness

to be something of a "maverick" in one's own profession; (d) ways of dress and grooming which can make the group members proud of, but not overwhelmed by, their leader, and present a role model they can realistically hope to emulate; (e) enthusiasm for living and an abundant supply of physical energy; (f) an ability to translate intellectual material such as concepts of child development into practical experiential terms; and (g) understanding of the psychological and cultural characteristics of people, both as individuals and as group members.

CHAPTER III

PROCEDURES

The purposes of this study were (1) to compare mothers' attitudes toward child-rearing practices before and after their participation in a series of six discussion classes; (2) to compare attitudes toward child-rearing practices of mothers participating in a series of six discussion classes with those of mothers receiving no instruction between pre- and post-administration of an attitude survey, but who later participated in a series of classes; (3) to describe changes made in certain provisions for children and use of community resources by mothers after participating in a series of six discussion classes.

The procedures used in this study are discussed under the seven headings: description of the ESEA-Title I Kindergarten Program in Asheboro, North Carolina; requirements set forth in implementing the study; description of the discussion classes; description of subjects; description of instruments used; collection of data; and selection of statistical tests.

Description of the ESEA-Title I Kindergarten Program in Asheboro, North Carolina

Under the direction of the Asheboro Public School

System, a kindergarten program for children from low-income families began operating in two of the five elementary schools in September, 1969. The program was sponsored by the Federal Government under Title I, Public Law 89-10. Charles W. McCrary School and Lindley Park School were selected as locations for kindergarten programs for several reasons: surveys indicated that low-income families were largely concentrated in areas served by the two schools, and there were not any private kindergartens located in either area; most of the parents could not afford to send their children to a private kindergarten; most of the children in first grade who came from these homes scored below the test norms on reading; the number of cases of major crimes, juvenile delinquency and neglect, public health problems, and environmental problems ran high in neighborhoods served by these two schools; and the greatest concentration of welfare recipients resided in the two school districts.

Each of the two schools had two half-day sessions of kindergarten. The morning classes met from 8:15 A.M. until 11:15 A.M.. The afternoon classes met from 12:00 noon until 3:00 P.M.. The kindergarten program in each school was staffed with a white teacher having a degree in primary education, and a white teacher-aide.

Criteria for selection of kindergarten children, were as follows: (1) educational deprivation as evidenced by older brothers and sisters who experienced difficulty in

learning in school, low educational attainment of their parents, non-participation in socially enriching experiences, and home and environmental circumstances; and (2) family income--priority for admission to kindergarten was given to children from homes in which the family annual income did not exceed twenty-four hundred dollars for a family of three plus five hundred dollars for each additional member of the family (Asheboro City Schools, 1969).

Racial discrimination was not exercised in the selection of participants. The racial composition in each of the kindergarten programs was approximately one-third Negro and two-thirds white (the Negro population in Asheboro was less than ten per cent of the total population).

Instructional activities in the kindergarten classes were designed to enhance motor development, to encourage social adjustment within a group away from home, to develop oral language skills and in general to provide experiences which facilitate readiness for first grade.

Plans for participation of parents were not included in the program other than involvement through the Parent-Teacher Association of each school and through individual contacts by the director and certain teachers and principals.

Requirements Set Forth in Implementing the Study

The cooperation of the Asheboro City School Superintendent, Assistant Superintendent, and Supervisor of

Elementary Education was secured in implementing the study. Certain requirements, agreed upon by the administrative staff and the investigator, were as follows:

1. The study would be designed so that the invitation to participate in discussion classes would be extended to all parents having a child enrolled in an ESEA-Title I kindergarten class in Asheboro, North Carolina.

2. For reasons of proximity, the classes would be held in each of the two schools operating ESEA-Title I kindergarten classes, thus necessitating two series of discussion classes.

3. The initial invitation to participate would be extended to parents by means of a personal visit by the investigator. After the first discussion class, all parents would be invited to subsequent discussion classes by means of notes pinned to the kindergarten children.

4. The investigator would plan and conduct the six discussion classes in each school and would be responsible for all teaching materials, refreshments, and resource persons utilized in the classes. The school administration would provide, in each school, a suitable meeting place, audio-visual equipment utilized in the classes, and janitorial services on the scheduled meeting nights.

5. The principals, kindergarten teachers, and teacher-aides, in the two schools, would provide the investigator with information about where the families lived

and would send reminders to the parents prior to each discussion class.

Description of the Discussion Classes

The discussion outlines were planned after a careful review of: characteristics of low-income families; existing program materials for parent discussion groups; reports on parent education programs including low-income families with preschool children; suggestions in the literature for planning discussion classes with low income families; and the characteristics of the families with a child enrolled in the ESEA-Title I Kindergarten Program in Asheboro, North Carolina.

With all due knowledge and respect for continuing parent education programs for low-income families, time, cost and design of the study limited the series to six discussion classes. The discussion classes met in the school cafeteria one evening each week for one and one-half hours each session.

Topics selected for discussion included (1) "safety in the home" and "space needs of children"; (2) "the task of the home in sex education"; (3) "understanding our children"; (4) "discipline: wise and otherwise"; (5) "bringing up your child without prejudice"; and (6) "getting ready for school--parent and child."

Refreshments at each meeting were provided by the

investigator who encouraged participants to serve themselves upon entering and at any time during the discussions.

A reading table of numerous Public Affairs Pamphlets and selected pamphlets from other sources related to child development, family relations, and social problems, was set up for each meeting. Participants were able to check out the pamphlets from week to week.

A display of books for preschool-age children from the public library, and a display of pamphlets and materials available through the Home Economics Extension Agent's office were available during each class session for participants to browse and to use as they wished. The displays were changed completely at two-week intervals with additions being made when either the topic of the week or questions raised by participants dictated the need for additional materials.

Representatives from the county offices of The Department of Social Services and The Health Department talked briefly with the participants at two of the sessions concerning services available through their departments. Mention of other community resources entered into the discussions throughout the series of classes. Outlines for the discussion classes are included in Appendix B and are self-explanatory in regard to presentation of each topic.

Description of the Subjects

Subjects were self-selected participants from the seventy-seven families having a child enrolled in kindergarten in either of the two schools operating kindergartens under the ESEA-Title I Program in Asheboro, North Carolina.

Each of the seventy-seven families (forty families in the McCrary School area and thirty-seven families in the Lindley Park School area) was visited by the investigator and invited to attend a series of six discussion classes at their respective schools. They were told the major topics to be discussed, the tentative dates, and the time and length of the sessions.

By random selection, McCrary School parents became the experimental group and Lindley Park parents became the control group. Although both parents were invited, only one father came to the first meeting in each school and neither one came back again.

After the series of discussion classes was completed in both the experimental group and the control group, data on infrequent participants and dropouts were eliminated and for research purposes, seven mothers comprised the experimental group and seven mothers comprised the control group. These fourteen mothers participated in six discussion classes held in their respective schools and completed all pre- and posttests.

Instruments Used

Data for the experimental group and the control group were scores on the Southern California Parent Attitude Survey before and after the experimental group participated in six discussion classes. The control group received no instruction between pre- and post-administration of the survey. Additional information was gathered by means of a questionnaire regarding provisions for children and use of community resources, that was filled out at the same time the Parent Attitude survey was administered to both groups.

Parent Attitude Survey. The University of Southern California Parent Attitude Survey, a paper and pencil self-inventory scale, was used as the pre- and posttests (Shoben, 1949). The survey was made up of eighty-five items or statements of general attitudes toward children to which the subject responds by indicating that she strongly agrees, mildly agrees, mildly disagrees, or strongly disagrees. The eighty-five items were classified into four subscales as follows: (1) The Ignoring Subscale reflected parental tendencies to disregard the child as an individual member of the family, to regard the good child as one who demands least parental time, and to disclaim responsibility for the child's behavior; (2) The Possessive Subscale reflected parental tendencies to pamper a child, to overemphasize bonds of affection between parent and child, to encourage a child's

dependency upon the parent, and to restrict a child's activities to his own family group; (3) The Dominant Subscale reflected parental tendencies to put a child in a subordinate role, and to expect him always to conform completely to parental wishes under penalty of severe punishment; (4) The Miscellaneous Subscale was made up of ten emotionally-toned statements about a variety of subjects regarding religion, sex, and socio-economic differences.

The reliability coefficients for the survey, determinded by the split-half method raised by the Spearman-Brown formula, were above .90 for the total scale and for the dominant and Possessive Subscales, and .84 for the Ignoring Subscale.

Shoben computed validity coefficients for his original group of fifty mothers with problem children and fifty mothers with non-problem children. He then computed validity coefficients for a new group of twenty mothers of problem children and twenty mothers of non-problem children. Shrinkage was surprisingly small, and the validity coefficients on the new group were: Total Scale, .769; Dominant Subscale, .623; Possessive Subscale, .721; and Ignoring Subscale, .624. This was interpreted by Shoben to mean that roughly half the variance in the criterion of child adjustment may be predicted from the attitude scores.

The four possible responses to each item on the survey were weighted by Shoben according to the differential

contribution to discrimination among the four response categories, employing Guilford's formula (Shoben, 1949, p. 127). Scores for each subscale were obtained by summing the weights for responses to items within the subscale. The total attitude survey score for an individual was found by summing the totals for all the subscales including the miscellaneous subscale. Higher scores indicated less desirable attitudes toward child-rearing practices, while lower scores were indicative of more desirable attitudes. The instrument with subscales and weights is found in Appendix A. Weights and subscales were not shown on the pre- and posttest forms used in the present study, as this might influence a participant's responses to items on the survey.

Questionnaire. A questionnaire, regarding certain provisions for children and parental use of community resources, was administered along with the parent attitude survey. The questionnaire was made up of seventeen items, some of which were stated in multiple-choice form and others which required the participant to fill in the blanks. Differences in responses on pre- and post- forms of the questionnaire were reported as changes in provisions for children and parental use of community resources.

Collection of Data

The Southern California Parent Attitude Survey (Shoben, 1949), the questionnaire, and a personal data sheet

were administered to mothers participating in a series of six discussion classes and to mothers in a control group receiving no instruction between pre- and posttests. The tests were administered with appropriate instructions at the first class session in each group. These first class sessions were held on two consecutive nights in the cafeteria of the respective school. In the first class session, in both groups, the same discussion outline was followed. Topics for discussion were "space needs of the child" and "safety in the home," neither of which affected the responses of the two groups on the post-administration of the survey, but may have affected the responses of both groups on the post-questionnaire. The experimental group continued meeting once a week for one and one-half hours each session until they had participated in six discussion classes.

The attitude survey, the questionnaire, and the personal data sheet were again administered to the experimental group at the end of their last discussion class, and the following evening to the control group at the beginning of their second class session. The control group then continued meeting weekly until they, too, had completed the series of discussion classes. The schedule of classes was explained to the groups as being necessary because the discussion leader simply could not meet with both groups each week, considering all the materials required for each

session and the fact that the groups were meeting in two different schools.

All of the data were collected by the end of the classes for the experimental group. However, the sample for this study was not drawn until the control group had also completed a series of six discussion classes. Only data on those seven mothers in each group who had participated in six discussion classes and had completed the pre- and post-tests were analyzed.

Selection of Statistical Tests

The main purposes of this study were to compare mothers' attitudes before and after their participation in six discussion classes; and to compare the attitudes of mothers participating in the classes with those of mothers in a control group, receiving no instruction between pre- and posttests.

Since participants in the study were not randomly selected in the strictest sense, and the normality of the sample was questionable, nonparametric measures were used in analyses of the data. The following nonparametric statistical tests were utilized:

1. Comparison of pre- and post-total scores on the Southern California Parent Attitude Survey, of mothers in the experimental group, using the sign test (Lindzey, 1954, pp. 312-313).

2. Comparison of pre- and post-scores on Ignoring, Possessive, and Dominant Subscales of the Parent Attitude Survey, of mothers in the experimental group, using the sign test (Lindzey, 1954, pp. 312-313).

3. Comparison of pre- and post-total scores on the Parent Attitude Survey, of mothers in the control group, using the sign test (Lindzey, 1954, pp. 312-313).

4. Comparison of pre- and post-scores on the Ignoring, Possessive, and Dominating Subscales of the Parent Attitude Survey, of mothers in the control group, using the sign test (Lindzey, 1954, pp. 312-313).

5. Comparison of pretest scores of the experimental group and the control group, using the Mann Whitney test (Lindzey, 1954, pp. 115-116).

6. Comparison of posttest scores of the experimental group and control group, using the Mann Whitney test (Lindzey, 1954, pp. 315-316).

The .05 level of significance was chosen for rejecting hypotheses of the study.

CHAPTER IV

ANALYSES OF DATA

The major purposes of this study were (1) to compare mothers' attitudes toward child-rearing practices before and after their participation in a series of six discussion classes; (2) to compare the attitudes of mothers participating in the classes with those of mothers in a control group receiving no instruction between pre- and posttests; and (3) to describe changes made in certain provisions for children and use of community resources by mothers participating in the discussion classes.

The mothers' attitudes toward child-rearing practices were measured by means of the Southern California Parent Attitude Survey. The survey, a self-inventory scale, was administered to the experimental group and to the control group prior to and at the end of a series of six discussion classes for the experimental group. The control group received no instruction between pre- and posttests, but they participated in the same series of classes upon completion of the classes by the experimental group.

The data for this study were obtained from seven mothers in the experimental group and seven mothers in the control group who participated in the series of discussion

classes for their respective groups. These fourteen mothers attended all six discussion classes. The analyses of data are presented in this chapter as follows:

1. A description of the participants in terms of race, age, marital status, education, family income, occupation, number of children, church affiliation, location of residence, and socio-economic background.

2. A comparison of the attitudes of mothers in the experimental group before and after their participation in six discussion classes.

3. A comparison of the attitudes of mothers in the control group before and after the experimental group participated in six discussion classes in which they (the control group) did not participate.

4. A comparison of the attitudes of mothers participating in a series of six discussion classes with the attitudes of mothers in a control group receiving no instruction between pre- and posttests.

5. A description of changes made in certain provisions for children and use of community resources by mothers participating in the classes.

Description of Participating Mothers

The experimental group and the control group were comparable in that all participating mothers had a child enrolled in the ESEA Title I Kindergarten, and all of them

voluntarily participated in a series of six discussion classes. Descriptive data on all participants are presented in Table 1. Certain descriptive items requiring greater clarification: number of children, family income, and educational level of participants, are presented in separate tables, as each item is discussed.

Mothers in both groups came from the same socio-economic background. All of them resided in neighborhoods ranking fifteen to twenty (twenty being the poorest rating) in a Neighborhood Analysis and Community Appearance Study of Asheboro in 1968. The neighborhood rankings were based on the following eleven factors: condition of housing, roadway building permits, pedestrian accidents, average rents and values, major crimes, juvenile delinquency and neglect, public health problems, and environmental problems (City Planning and Architectural Associates, 1968).

Five of the seven mothers in each of the two groups, experimental and control, were gainfully employed. In regard to church affiliation, six of the seven mothers in each group were protestants and attended church frequently to regularly. One mother in each group listed no church affiliation on the kindergarten application and class discussion revealed that these two mothers were, in fact, non-church goers.

It was possible to pair the mothers in the two groups with regard to number of children in six of the seven

TABLE 1

Description of Mothers Participating in Study

Experimental Group

Subject	Race	Age	Marital Status	Education	Income	Occupation	Number of Children	Church Affiliation	Neighborhood Rank
1	white	27	divorced	12 yrs.	$3,000 to $5,000	mother: assembly line-Mill	1 child F.-5 yrs.	none	poor to fair (R=15)
2	white	28	married	12 yrs.	$5,000 to $7,000	Father: Shoe Plant	3 child. M.-5 yrs. F.-3 yrs. M.-2 yrs.	Baptist	poor to fair (R=15)
3	white	28	divorced	9-11 years	$3,000 to $5,000	Mother: assembly line-Mill	3 child. F.-9 yrs. F.-7 yrs. M.-6 yrs.	Baptist	poor to fair (R=15)
4	white	30	married	9-11 years	$5,000 to $7,000	Father: steel const. Mother: super mk.	2 child. F.-12 yrs. M.-5 yrs.	Baptist	poor to fair (R=15)

TABLE 1 (continued)

Description of Mothers Participating in Study

Experimental Group (continued)

Subject	Race	Age	Marital Status	Education	Income	Occupation	Number of Children	Church Affiliation	Neighborhood Rank
5	white	49	widowed	12 yrs.	$3,000 to $5,000		12 chil. F.-28,27, 25,24, 21,21,19, 12, 9 M.-18, 15, 5.(yrs.)	Bible Missionary	poor to fair (R=15)
6	negro	22	married 2nd time	9-11 years	$7,000 to $9,000	Mother: clothing mfg. S.Father: weaver-mill	2 child. M.-5 yrs. F.-3 yrs.	Church of God	very poor (R=20)
7	negro	40	Aunt/ guardian (parents deceased)	6-8 years	$3,000 to $5,000	domestic work	2 child. F.-7 yrs. M.-5 yrs.	Church of God	very poor (R=20)

TABLE 1 (continued)

Description of Mothers Participating in Study

Control Group

Subject	Race	Age	Marital Status	Education	Income	Occupation	Number of Children	Church Affiliation	Neighborhood Rank
1	white	31	married	12 yrs.	$5,000 to $7,000	Father: bricklayer	3 child. F.-12 yrs. M.-10 yrs. F.-6 yrs.	none	poor to fair (F=18)
2	white	28	married	12 yrs.	$7,000 to $9,000	Father: salesman	2 child. M.-5 yrs. F.-3 yrs.	Baptist	poor to fair (R=18)
3	negro	27	married	1 year com. college	$3,000 to $5,000	Father: student Mother: general office	4 child. F.-9 yrs. F.-5 yrs. F.-3 yrs. M.-3 mos.	Methodist	poor to fair (R=18)
4	negro	29	married	1 year com. college	$3,000 to $5,000	Father: machine op. Mother: Secretary	3 child. F.-8 yrs. F.-6 yrs. F.-5 yrs.	A.M.E. Zion	very poor (R=20)

TABLE 1 (continued)

Description of Mothers Participating in Study

Control Group (continued)

Subject	Race	Age	Marital Status	Education	Income	Occupation	Number of Children	Church Affiliation	Neighborhood Rank
5	negro	24	married	1 year com. college	$5,000 to $7,000	Father: Computer programer Mother: Catalog sales	1 child F.-5 yrs.	A.M.E. Zion	very poor (R=20)
6	negro	24	married	9-11 years	$7,000 to $9,000	Father: shipping clerk Mother: machine op.-mill	2 child. M.-5 yrs. M.-4 yrs.	A.M.E. Zion	very poor (R=20)
7	negro	33	married	college graduate	$5,000 to $7,000	Father: chauffeur Mother: soc. work with blind	2 child. M.-6 F.-5	Church of Christ	very poor (R=20)

possible pairs. One mother increased the number of children in the experimental group by eight over the total number of children in the control group (Table 2).

TABLE 2

Number of Children Cared for by Participating Mothers

Group	Number of Children						
Experimental Group	1	2	2	2	3	3	12
Control Group	1	2	2	2	3	3	4

The average age of all the children of mothers in each group was 11.5 years for the experimental group and 5.7 years for the control group. Excluding the mother of twelve children, the average age of all the children in the experimental group was 5.7 years, the same as in the control group. Including the mother of twelve but considering just her four younger children living at home, the average age of children in the experimental group was 6.2 years. Therefore, the mothers in the two groups were quite similar with regard to the age and number of children, when the extreme deviation of one mother is taken into consideration.

On the surface, mothers in the experimental group were more problem oriented than mothers in the control group. All the mothers in the control group were young marrieds between the ages of twenty-four and thirty-three

years, and all were living with their husbands. The experimental group was comprised of two young marrieds, ages twenty-eight and thirty, living with their husbands; one young married, age twenty-two, married a second time and sharing with her parents the responsibility of her two children by a previous marriage; two mothers, ages twenty-seven and twenty-eight, divorced and living with their parents; one 40 year old mother/guardian of two children of deceased parents; and one mother, age forty-nine, widow and mother of twelve children, the youngest child in kindergarten.

The groups, however, were more comparable than the "surface observation" indicates. Each mother came to the sessions with problems she hoped to solve and questions she hoped to answer with regard to her children. The divorced mothers, the remarried mother, the mother/guardian were concerned about the effects of their situation on their children and how to cope with it. The working mothers felt guilty about working and were concerned about the effect of their working on their children. All of the mothers, especially the Negro mothers, were concerned about protecting their children from the many social problems in their neighborhoods. The mother of twelve was interested in improving her relationships with her younger children, as she had had problems with some of her older children.

The family income of participating mothers differed somewhat in the two groups. There was sufficient discrepancy

between incomes reported on the kindergarten applications and those reported on the personal data sheets to suggest that little significance could be placed on the amount of family income. As reported on the personal data sheets, the average family income in the control group was higher than that in the experimental group (Table 3). However, five of seven households in the control group had two incomes to make up the family income; whereas, only two of the households in the experimental group had two incomes. The other three working mothers in the experimental group were heads of households.

TABLE 3

Family Income

Interval	Midpoint	Number of Families	
		Experimental Group	Control Group
$ 1,000 - $ 2,999	$ 2,000		
$ 3,000 - $ 4,999	$ 4,000	4	2
$ 5,000 - $ 6,999	$ 6,000	2	3
$ 7,000 - $ 8,999	$ 8,000	1	2
$ 9,000 - $10,999	$10,000		
Average Family Income		$5,143.00	$6,000.00

The racial composition of the two groups was different. The experimental group had five white mothers and two

Negro mothers, and the control group had two white mothers and five Negro mothers. The racial composition of each of the two groups of parents from which the experimental and control groups came, was approximately one-third Negro families and two-thirds white families.

The age range in the experimental group, twenty-two years to forty-nine years, was wider than the age range of twenty-four years to thirty-three years in the control group. The average age was thirty-two years for the experimental group and twenty-eight years for the control group. The median age in both groups was twenty-eight years.

The educational level of the mothers in the control group was higher than that of the experimental group. The average number of years of school completed was 10.4 years for the experimental group and 12.7 years for the control group (Table 4). All of the mothers in the experimental group had completed twelve years or less of formal education. In the control group, four or 56 per cent of the seven mothers had at least one additional year of formal education beyond that of all seven mothers in the experimental group.

Attitudes of Mothers in the Experimental Group

To compare mothers' attitudes toward child-rearing before and after they had participated in six discussion classes relevant to child development and parent-child relations, pre- and posttest scores on the Southern California

TABLE 4

Educational Level of Participants

Interval	Midpoint	Experimental Group (N=7)	Control Group (N=7)
0-5 years	3 years		
6-8 years	7 years	1 (14%)	
9-11 years	10 years	3 (42%)	1 (14%)
12 years	12 years	3 (42%)	2 (28%)
1 year Com. Course	13 years		3 (42%)
1-3 years College	14 years		
College Graduate	16 years		1 (14%)
Average Number of Years Completed		10.4 years	12.7 years

Parent Attitude Survey were used. Pre- and post-scores were available for seven mothers who participated in all six discussion classes. The Sign Test, a non-parametric measure (Lindzey, 1954, pp. 312-313), was used to determine whether or not there was a significant difference in pre- and posttest scores on the attitude survey. Further analyses, using the sign test, were made to determine if there were significant differences in the pre- and posttest scores on the ignoring, possessive, and dominating subscales of the survey. Differences in pre- and posttest scores on the miscellaneous subscale are not reported herein, as Shoben did not compute

reliability and validity coefficients for this subscale.

In light of the fact that higher scores indicated less desirable attitudes and lower scores were indicative of more desirable attitudes, it can be said that the total scores of mothers in the experimental group not only changed significantly, but also in the direction of more desirable attitudes (Table 5). Analyses of the subscales separately, revealed that the scores of the experimental group changed significantly and in the direction of more desirable attitudes on the possessive and dominating subscales, but not on the ignoring subscale (Table 5). These changes in scores were significant at the .05 level. This suggested that the learning experiences in the classes contributed to change in attitudes and improvement in attitudes toward items on the possessive and dominating subscales but not on the ignoring subscale.

Attitudes of Mothers in the Control Group

To compare the attitudes toward child-rearing practices of mothers in the control group, their scores on the pre- and post-administration of the parent attitude survey were used. The control group did not participate in discussion classes between pre- and post-administration of the survey. The sign test (Lindzey, 1954, pp. 312-313) was used to determine whether or not there was a significant difference in pre- and posttest scores on the attitude survey.

TABLE 5

Comparison of Pre- and Post-PAS Scores for the Experimental Group

Scale	Subject	Pretest X	Posttest Y	Sign of X-Y	Significance
Total Scale	1	362	330	+	Significant at .05 level
	2	378	357	+	
	3	381	365	+	
	4	382	345	+	
	5	416	363	+	
	6	409	361	+	
	7	426	392	+	
Ignoring Subscale	1	60	55	+	Not Significant
	2	63	68	-	
	3	60	61	-	
	4	59	60	-	
	5	69	58	+	
	6	61	61	0	
	7	73	72	+	
Possessive Subscale	1	79	78	+	Significant at .05 level
	2	90	82	+	
	3	87	80	+	
	4	90	84	+	
	5	100	89	+	
	6	98	84	+	
	7	109	96	+	
Dominating Subscale	1	177	163	+	Significant at .05 level
	2	180	167	+	
	3	189	177	+	
	4	188	162	+	
	5	199	174	+	
	6	204	176	+	
	7	193	181	+	

Further analyses, using the sign test, were made to determine if there were significant differences in the pre- and post-test scores on the ignoring, possessive, and dominating subscales of the survey.

Scores of mothers in the control group did not change significantly and likewise did not improve significantly on the total attitude survey or on any of the three subscales (Table 6). The somewhat lower and more desirable scores on the posttest may be attributed to the fact that the mothers were more familiar with the attitude survey in posttest form because they had taken it before. This change and improvement in scores, however, was not significant.

Attitudes of Mothers in the Experimental Group as Compared with Attitudes of Mothers in the Control Group

The experimental group showed significant change and improvement in attitude scores on the total attitude survey and on the possessive and dominating subscales of the survey (Table 5). The control group showed no significant change and improvement in attitude scores on the total attitude survey or on any of the three subscales (Table 6). This indicated that the significant change and improvement in attitudes in the experimental group could have been due to learning experiences in the discussion classes.

The above findings should be interpreted in light of the fact that the two groups of self-selected participants

TABLE 6

Comparison of Pre- and Post-PAS Scores for the Control Group

Scale	Subject	Pretest	Posttest	Sign of X-Y	Significance
Total Scale	1	310	301	+	Not Significant
	2	352	344	+	
	3	335	337	-	
	4	346	336	+	
	5	366	331	+	
	6	406	420	-	
	7	329	337	-	
Ignoring Subscale	1	54	59	-	Not Significant
	2	55	65	-	
	3	67	63	+	
	4	57	59	-	
	5	67	57	+	
	6	74	68	+	
	7	60	62	-	
Possessive Subscale	1	78	72	+	Not Significant
	2	84	79	+	
	3	76	75	+	
	4	83	80	+	
	5	77	76	+	
	6	93	103	-	
	7	82	84	-	
Dominating Subscale	1	142	133	+	Not Significant
	2	170	160	+	
	3	148	154	-	
	4	166	154	+	
	5	177	154	+	
	6	195	198	-	
	7	145	147	-	

may have differed in the beginning. This was tested statistically by comparing the pretest scores of the experimental group with the pretest scores of the control group using the Mann-Whitney test (Lindzey, 1954, pp. 315-316). The test is sensitive to differences in the population.

Table 7, shows that the experimental group and the control group were significantly different in regard to attitudes toward child-rearing before the experimental group participated in the discussion classes. The sum of ranks (T) of pretest scores of either group was outside the limits specified as being necessary to say that the sample populations were alike with regard to attitudes toward child-rearing practices. Indications, from the descriptive data, were that the higher level of education in the control group contributed most to this difference in pretest scores in the two groups. A further comparison of the two groups, using posttest scores, indicated that the experimental group and the control group were not significantly different in regard to attitudes toward child-rearing practices after the experimental group had participated in six discussion classes (Table 8). The sum of ranks (T) of posttest scores of both groups was within the limits specified as being necessary to say that the sample populations were alike with regard to attitudes toward child-rearing practices. This indicated that the learning experiences in the discussion classes could have contributed sufficiently to the change and

TABLE 7

Comparison of Pretests Scores of Experimental and Control Groups

Experimental Group Pretest Scores	Ranks	Control Group Pretest Scores	Rank
362	6	310	1
378	8	352	5
381	9	335	3
382	10	346	4
416	13	366	7
409	12	406	11
426	14	329	2
Sum of ranks (T) =	72		33

Note: A "T" within limits of 36 and 69 is necessary to accept hypothesis, at .05 level, that the sample populations are identical.

TABLE 8

Comparison of Posttests Scores of Experimental and Control Groups

Experimental Group Posttest Scores	Ranks	Control Group Posttest Scores	Ranks
330	2	301	1
357	9	344	7
365	12	337	5.5
345	8	336	4
363	11	331	3
361	10	420	14
392	13	337	5.5
Sum of ranks (T) =	65*		40.0*

*Significant at the .05 level.

Note: A "T" within limits of 36 and 69 is necessary to accept hypothesis, at .05 level, that the sample populations are identical.

improvement in attitudes of mothers in the experimental group, who had experienced less formal education than the mothers in the control group, to erase the significant difference in attitudes that existed between the two groups of mothers before the experimental group participated in a series of discussion classes.

An Ideal Score of 286 for the attitude survey was established by a panel of judges in Shoben's study (1949). As may be observed in Table 9, the control group's mean scores, pretest and posttest, were closer to the ideal scores than were those of the experimental group. The experimental group's scores, much farther from the ideal scores on the pretest, were lowered significantly and in the direction of the ideal scores.

Since participants in the study were not randomly selected in the strictest sense, and the normality of the sample was questionable, nonparametric measures were used in analyses of the data. However, the investigator also analysed the same data using a *t* test for independent random samples (Blalock, 1960, pp. 172-175; Spence, Underwood, Duncan & Cotton, 1968, pp. 59, 108-110). The findings are reported in Table 10. The findings were the same as those determined by means of the sign test and the Mann-Whitney test except on one item. Using a *t* test, the difference in pre- and posttest scores on the possessive subscale in the experimental group, was not significant at the .05 level.

TABLE 9

Parent Attitude Survey Ideal Scores and Mean Pre- and Post-Scores for Experimental and Control Groups

Scale	Experimental Group Pretest Mean	Experimental Group Posttest Mean	Control Group Pretest Mean	Control Group Posttest Mean	Ideal Scores
Total	393.43	359.00	349.14	343.71	286.38
Ignoring Subscale	63.57	62.14	62.00	61.86	39.88
Possessive Subscale	93.28	84.71	81.86	81.28	79.38
Dominating Subscale	190.00	171.43	163.28	157.14	146.12

TABLE 10

Comparison of Mean Parent Attitude Survey Scores

Scale	Pretest Means	SD	Posttest Means	SD	t
Experimental Group					
Total Scale	393.43	28.496	359.00	17.664	2.48*
Ignoring Subscale	63.57	4.971	62.14	5.468	.45
Possessive Subscale	93.28	9.156	84.71	5.689	1.947
Dominating Subscale	190.00	8.944	171.43	6.828	4.03**
Control Group					
Total Scale	349.00	30.166	344.00	30.659	.29
Experimental Group and Control Group					
	Exp. Pretest		Control Pretest		
Total Scale	393.00	28.496	349.00	30.659	2.596*
	Exp. Posttest		Control Posttest		
Total Scale	359.00	17.664	344.00	30.659	1.038

*Significant at the .05 level.
**Significant at the .01 level.

The difference was found to be significant using the sign test (Table 5). The *t* values were computed using the raw score method for calculating SD; the formula for significance of difference between means of small samples with equal or unequal N's; and twelve degrees of freedom (Spence *et al.*, 1968, pp. 59, 108-110).

Provisions for Children and Use of Community Resources

A questionnaire (Appendix A), constructed by the investigator, was administered to both groups along with the attitude survey. The purpose of the questionnaire was to describe any changes the mothers made in provisions for their children or their use of community resources between pre- and posttests. Items 1, 2, 3, 4, 5, and 10 on the questionnaire were related to "space needs of the child" and "safety in the home." Both groups discussed these topics between pre- and posttests, as these were the topics for discussion on the evenings the two groups took the pretest. Items on which changes were noted between pre- and posttests and a description of the changes are as follows:

Item 2. Storage of Medicines. In the experimental group, two mothers removed medicines from the window and night stands and set up a place in a cabinet for all medicines; and one mother with a climbing child, put a lock on the medicine cabinet. In the control group, no changes were indicated. The mothers either indicated that medicine was

stored in a medicine cabinet or left the item blank.

Item 5. Storage of Toys. In the experimental group, one mother specifying a drawer and a shelf for toys, added a laundry basket for toy storage like one displayed in class; one mother specifying a box for toys, added a drawer and a shelf for toys; and one mother specifying a shelf, added a drawer for toy storage. In the control group, one mother specifying a box for toy storage, added a drawer; and another mother added a drawer and a shelf for toy storage.

Item 8. Time Children Spent Watching Television. Fluctuation in time specified by both groups on pre- and posttests was too great to detect any changes in regulation of time children were allowed to watch television. There were, however, many questions during class discussions in regard to this subject.

Item 10. Storage of Cleaning Supplies, Detergents, Paints and Adult Tools. In the experimental group, two mothers collected paints, kerosene, and adult tools and set up a place to keep them out of the reach of children. In the control group, two mothers put paints in a place out of the reach of children.

Item 11. Reading to Kindergarten Child. In the experimental group, one mother who never read to her kindergarten child, reported reading to the child occasionally; and one mother with three preschoolers, who read to her kindergarten child sometimes, reported that she was trying to set aside a special time each day to read to and be with her

kindergarten child. In the control group, no changes were indicated. Most of the mothers in the control group reported reading to their children sometimes.

Item 12. Attending P.T.A. Meetings. In the experimental group, one mother with an older child, who had never attended P.T.A. meetings, attended her first P.T.A. meeting. In the control group, no changes were indicated.

Item 16. Question on Sex Education. This question was included on the questionnaire to detect any changes in attitudes concerning children's questions related to sex, since most of the questions related to sex on the attitude survey are included in the miscellaneous category. In the experimental group, three mothers changed their response from "tell him/her that you will explain when he/she is older" to "answer him truthfully." The other four mothers checked the former response on pre- and posttests. In the control group, no changes were indicated. Two of these mothers, on pre- and posttests, said that they would answer the child truthfully; and five mothers said that they would explain when the child is older.

Item 17. Use of Health Department and Social Services. In the experimental group, three mothers got chest x-rays through the Health Department between pre- and posttests; two mothers utilized the child care clinic, and one of these mothers had a personal check-up; and one mother sought financial assistance through the Social Services Department

in the form of family counseling. In the control group, one mother got a chest x-ray through the Health Department; one mother had a personal check-up; and three mothers utilized the child care clinic for the first time.

The discussion classes may or may not have been responsible for the changes in provisions for children and use of community resources. The school personnel were also directing attention to helping these families. It can be said with certainty, that the learning experiences in the classes reinforced that which the schools were trying to do to help the families. Sitting across the table from different community resource people and having leaflets and materials on display to browse, perhaps, spurred them to do some of the things they may have heard about before but neglected to do.

Certain items on the questionnaire which indicated that the groups were different supported previous findings. In the control group, some had made use of the Public Library; had taken a course at Randolph Technical Institute; and had consulted the County Home Economics Extension Agents for information. All of these are indications of the higher educational level held by the control group over that of the experimental group.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

During that portion of the twentieth century which is now history, child development and parent-child relations have received a great deal of emphasis. For many parents, preschool education, particularly kindergarten, became an anticipated and necessary part of their children's education. In the midst of this emphasis on child development and parent-child relations and parallel to educational programs for the children, came an amazing growth in the number and variety of programs and materials designed to help parents with their everyday problems of child care.

Parent education, though not confined to work with parents of preschool children, has been closely allied to preschool education, because there can be little improvement in learning and behavior of preschool children without improvement of home conditions and parental behavior as well (Whipple, 1929).

Until recent years, both preschool education and organized parent education have been a middle- and upper-class phenomenon. Just during the last decade, emphasis has been placed on providing kindergarten experience for children whose parents could not afford private kindergarten.

Much has been said about providing educational programs for the parents of children enrolled in these kindergartens, but few programs, to date, have included the parents.

During the school year, 1969-1970, the Asheboro City School System operated kindergartens in McCrary School and Lindley Park School for children from families with limited means. The kindergarten program was sponsored by the Federal Government under Title I, Public Law 89-10. Seventy-seven children were enrolled in four kindergarten classes in the two schools.

The subjects selected for this study were drawn from this population of seventy-seven families. All parents were visited and invited to participate in a series of six discussion classes, related to child development and parent-child relations, to be held at the school in which their child was enrolled in kindergarten. By random selection, McCrary School parents became the experimental group and Lindley Park School parents became the control group.

The subjects for study included only those parents who participated in six discussion classes in their respective schools and completed pre- and posttests. There were seven mothers in the experimental group and seven mothers in the control group who met these requirements.

The Southern California Parent Attitude Survey was administered to the experimental group and the control group at the beginning of a series of classes for the experimental

group, and again at the end of the series. The control group received no instruction between pre- and posttests, but participated in a second series of classes after experimental group classes and all pre- and posttests had been completed.

The sign test and the Mann-Whitney test were utilized in the analyses of data, with the level of significance set at .05.

The hypotheses of this study were as follows:

Hypothesis I. There are no significant differences in attitudes of mothers before and after participating in a series of six discussion classes, as measured by pre- and post-administration of the Southern California Parent Attitude Survey.

Hypothesis II. There are no differences between changes in attitudes of mothers participating in a series of six discussion classes and changes in attitudes of mothers not participating in the discussion classes as measured by pre- and post-administrations of the Southern California Parent Attitude Survey.

Hypothesis I was rejected for there was a significant difference between the pre- and post-attitude survey scores. On the three subscales, analysed separately, there were significant differences in pre- and post-scores on the possessive and dominating subscales but not on the ignoring subscale.

Hypothesis II was rejected for there were in the

experimental group, significant differences between pre- and post-attitude scores on the total survey and two of its subscales; and in the control group, there were no significant differences between pre- and post-attitude scores on the total survey or any of the three subscales. Though the groups differed significantly in the beginning, as determined by comparison of pretests attitude scores, the groups did not differ significantly in attitude scores on posttests. The discussion classes served to erase the earlier and significant difference between the two groups. When compared with the ideal survey scores, the control group's mean pre- and post-scores on the survey and its subscales were closer to the ideal score. The experimental group mean attitude scores, farther from the ideal scores on the pretest, were brought closer to the ideal scores on the posttest.

Conclusions

Certain conclusions seem justified.

1. The six discussion classes related to child development and parent-child relations were effective in improving attitudes of the participating mothers toward child-rearing practices.

2. The six discussion classes seemed effective in freeing the mothers of some of their tendencies to be possessive and dominating in their relationships with their children. The class experience apparently did very little

to erase parental tendencies to disregard the child as an individual member of the family, to regard the good child as one requiring the least amount of time, and to disclaim responsibility for the child's behavior. Perhaps, with the mothers in this study, these ignoring tendencies were more deep-seated and would require more time and emphasis than a short series of classes could provide.

3. In low-income families some mothers do respond to educational programs that they believe will help their children and themselves. Perhaps, in a continuous parent education program the number of participants including fathers would grow.

4. Although the discussion classes may or may not have been solely responsible for the reported changes that mothers made in certain provisions for children and use of community resources, the classes did, at least, serve to reinforce what the school personnel were trying to do to help the families.

5. Although subjects were self-selected, dictating in part the use of nonparametric measures in the analyses of data, whatever made them participate in the discussion classes operated in both groups.

Recommendations

From this study the following recommendations seem justified:

1. An ongoing or continuous parent education program for parents with children enrolled in kindergarten programs designed especially for low-income families.

2. The incorporation of parent education programs, using the discussion group technique, into Parent Teacher Association programs.

3. A study comparing the behavior and/or adjustment of children from low-income families whose parents have participated in parents discussion groups with the behavior and/or adjustment of children from low-income families whose parents have not participated in parents' discussion groups.

4. Further development and refinement of materials to be used in discussion groups including low-income families.

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APPENDIXES

APPENDIX A

SOUTHERN CALIFORNIA PARENT ATTITUDE SURVEY

QUESTIONNAIRE

PERSONAL DATA SHEET

UNIVERSITY OF SOUTHERN CALIFORNIA PARENT ATTITUDE SURVEY

Please read each of the statements below. Rate each statement as to whether you strongly agree, mildly agree, mildly disagree, or strongly disagree. There are no right or wrong answers, so answer according to your own convictions. Work as rapidly as you can. Draw a circle around the letter that best expresses your feeling.

		Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
Ig.	1. A child should be seen and not heard	6 SA	5 MA	4 MD	3 SD
Poss.	2. Parents should sacrifice everything for their children.	6 SA	5 MA	3 MD	4 SD
Poss.	3. Children should be allowed to do as they please.	5 SA	5 MA	2 MD	5 SD
Ig.	4. A child should not plan to enter any occupation his parents don't approve of.	6 SA	6 MA	4 MD	5 SD
Dom.	5. Children need some of the natural meanness taken out of them.	6 SA	5 MA	3 MD	4 SD
Dom.	6. A child should have strict discipline in order to develop a fine strong character	6 SA	4 MA	3 MD	3 SD
Ig.	7. The mother rather than the father should be responsible for discipline.	6 SA	4 MA	3 MD	4 SD
Poss.	8. Children should be "babied" until they are several years old.	6 SA	5 MA	3 MD	4 SD
Dom.	9. Children have the right to play with whomever they like	4 SA	3 MA	5 MD	5 SD

Poss.	10.	Independent and mature children are less lovable than those children who openly want and need their parents	6 SA	5 MA	4 MD	3 SD
Poss.	11.	Children should be forbidden to play with youngsters whom their parents do not approve of	5 SA	5 MA	3 MD	2 SD
Ig.	12.	A good way to discipline a child is to tell him his parents won't love him anymore if he is bad . . .	6 SA	3 MA	4 MD	4 SD
Dom.	13.	Severe discipline is essential in the training of children	6 SA	6 MA	5 MD	3 SD
Ig.	14.	Parents cannot help it if their children are naughty.	6 SA	5 MA	4 MD	3 SD
Misc.	15.	Jealousy among brothers and sisters is a very unhealthy thing .	4 SA	5 MA	2 MD	6 SD
Dom.	16.	Children should be allowed to go to any Sunday School their friends go to	5 SA	2 MA	4 MD	5 SD
Dom.	17.	No child should ever set his will against that of his parents	6 SA	6 MA	2 MD	4 SD
Dom.	18.	The Biblical command that children obey their parents should be completely adhered to	6 SA	4 MA	4 MD	3 SD
Dom.	19.	It is wicked for children to disobey their parents	6 SA	4 MA	4 MD	3 SD
Poss.	20.	A child should feel a deep sense of obligation always to act in accord with the wishes of his parents	6 SA	5 MA	3 MD	3 SD
Poss.	21.	Children should not be punished for disobedience.	5 SA	6 MA	3 MD	3 SD
Poss.	22.	Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys" .	5 SA	5 MA	3 MD	3 SD
Dom.	23.	Strict discipline weakens a child's personality	4 SA	3 MA	4 MD	5 SD

Poss.	24.	Children should always be loyal to their parents above anyone else . .	6 SA	3 MA	4 MD	3 SD
Dom.	25.	Children should be steered away from the temptations of religious beliefs other than those accepted by the family	6 SA	6 MA	3 MD	3 SD
Poss.	26.	The weaning of a child from the emotional ties to its parents begins at birth	5 SA	3 MA	4 MD	5 SD
Poss.	27.	Parents are not entitled to the love of their children unless they earn it	4 SA	3 MA	5 MD	6 SD
Dom.	28.	Parents should never try to break a child's will.	4 SA	2 MA	5 MD	5 SD
Dom.	29.	Children should not be required to take orders from parents.	2 SA	5 MA	4 MD	5 SD
Dom.	30.	Children should be allowed to choose their own religious beliefs	4 SA	3 MA	4 MD	6 SD
Ig.	31.	Children should not interrupt adult conversation.	5 SA	4 MA	2 MD	6 SD
Ig.	32.	The most important consideration in planning the activities of the home should be needs and interests of the children	4 SA	2 MA	5 MD	6 SD
Ig.	33.	Quiet children are much nicer than little chatterboxes.	6 SA	4 MA	3 MD	4 SD
Dom.	34.	It is sometimes necessary for the parent to break the child's will. .	6 SA	5 MA	4 MD	3 SD
Misc.	35.	Children usually know ahead of time whether or not parents will punish them for their actions . . .	5 SA	3 MA	3 MD	4 SD
Dom.	36.	Children resent discipline.	5 SA	4 MA	3 MD	5 SD
Poss.	37.	Children should not be permitted to play with youngsters from the "wrong side of the tracks".	6 SA	5 MA	3 MD	4 SD

Dom.	38. When the parent speaks, the child should obey	5 SA	5 MA 3 MD 2 SD
Dom.	39. Mild discipline is best	4 SA	3 MA 5 MD 6 SD
Poss.	40. The best child is one who shows lots of affection for his mother. .	6 SA	5 MA 3 MD 4 SD
Dom.	41. A child should be taught that his parents always know what is best. .	5 SA	5 MA 3 MD 3 SD
Poss.	42. It is better for children to play at home than to visit other children.	6 SA	4 MA 4 MD 3 SD
Dom.	43. Most children should have more discipline than they get.	6 SA	4 MA 3 MD 2 SD
Dom.	44. A child should do what he is told to do, without stopping to argue about it.	6 SA	4 MA 3 MD 4 SD
Dom.	45. Children should fear their parents to some degree.	6 SA	5 MA 4 MD 3 SD
Poss.	46. A child should always love his parents above everyone else	6 SA	4 MA 3 MD 4 SD
Misc.	47. Children who indulge in sex play become sex criminals.	5 SA	6 MA 4 MD 3 SD
Dom.	48. Children should be allowed to make only minor decisions for themselves.	5 SA	5 MA 3 MD 3 SD
Dom.	49. A child should always accept the decision of his parents	5 SA	5 MA 3 MD 3 SD
Poss.	50. Children who readily accept authority are much nicer than those who try to be dominant themselves .	6 SA	4 MA 3 MD 3 SD
Dom.	51. Parents should always have complete control over the actions of their children.	5 SA	4 MA 4 MD 3 SD
Ig.	52. When they can't have their own way, children usually try to bargain or reason with their parents	5 SA	3 MA 4 MD 6 SD

Misc.	53.	The shy child is worse off than the one who masturbates	4 SA	3 MA	5 MD	5 SD
Dom.	54.	Children should accept the religion of their parents without question .	5 SA	6 MA	4 MD	3 SD
Dom.	55.	The child should not question the commands of his parents	6 SA	4 MA	3 MD	3 SD
Ig.	56.	Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents.	6 SA	3 MA	4 MD	6 SD
Dom.	57.	Children should not be punished for doing anything they have seen their parents do.	4 SA	4 MA	3 MD	6 SD
Ig.	58.	Jealousy is just a sign of selfishness	6 SA	3 MA	4 MD	4 SD
Misc.	59.	Children should be taught the value of money early.	5 SA	3 MA	3 MD	6 SD
Dom.	60.	A child should be punished for contradicting his parents	6 SA	5 MA	3 MD	3 SD
Dom.	61.	Children should have lots of parental supervision.	5 SA	3 MA	3 MD	4 SD
Poss.	62.	A parent should see to it that his child plays only with the right kind of children.	6 SA	4 MA	3 MD	3 SD
Poss.	63.	Babies are more fun for parents than older children are	6 SA	5 MA	4 MD	3 SD
Poss.	64.	Parents should supervise a child's selection of playmates very carefully	6 SA	4 MA	2 MD	4 SD
Misc.	65.	No one should expect a child to respect parents who nag and scold .	5 SA	3 MA	5 MD	2 SD
Dom.	66.	A child should always believe what his parents tell him.	6 SA	4 MA	3 MD	4 SD
Dom.	67.	Children should usually be allowed to have their own way	6 SA	3 MA	3 MD	6 SD

Misc.	68.	A good way to discipline a child is to cut down his allowance	5 SA	4 MA	3 MD	4 SD
Dom.	69.	Children should not be coaxed or petted into obedience	4 SA	3 MA	6 MD	5 SD
Dom.	70.	A child should be shamed into obedience if he won't listen to reason.	6 SA	3 MA	4 MD	4 SD
Poss.	71.	In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings	6 SA	6 MA	3 MD	3 SD
Dom.	72.	A good whipping now and then never hurt any child.	6 SA	4 MA	3 MD	2 SD
Misc.	73.	Masturbation is the worst bad habit that a child can form	6 SA	5 MA	4 MD	3 SD
Poss.	74.	A child should never keep a secret from his parents	7 SA	4 MA	3 MD	4 SD
Ig.	75.	Parents are generally too busy to answer all a child's questions. . .	6 SA	4 MA	3 MD	3 SD
Dom.	76.	The children who make the best adults are those who obey all the time.	6 SA	5 MA	3 MD	4 SD
Misc.	77.	It is important for children to have some kind of religious upbringing.	6 SA	3 MA	2 MD	2 SD
Ig.	78.	Children should be allowed to manage their affairs with little supervision from adults	5 SA	3 MA	4 MD	5 SD
Dom.	79.	Parents should never enter a child's room without permission . .	3 SA	3 MA	3 MD	7 SD
Dom.	80.	It is best to give children the impression that parents have no faults.	6 SA	5 MA	4 MD	3 SD
Ig.	81.	Children should not annoy their parents with their unimportant problems.	6 SA	5 MA	3 MD	4 SD

Dom.	82. Children should give their parents unquestioning obedience	6 SA	4 MA	4 MD	2 SD
Misc.	83. Sex is one of the greatest problems to be contended with in children. .	6 SA	4 MA	3 MD	4 SD
Ig.	84. Children should have as much freedom as their parents allow themselves .	6 SA	4 MA	3 MD	6 SD
Dom.	85. Children should do nothing without the consent of their parents. . . .	6 SA	5 MA	3 MD	3 SD

QUESTIONNAIRE

1. Does your kindergarten child sleep in a room where there are only children sleeping? ___yes ___no.

2. Where are medicines (all kinds) kept in your house?
___on night stand ___in window ___bathroom medicine
___on dresser ___in drawer cabinet
___other_____

3. Are plastic bags kept in any certain place? ___yes
___no
Where_____

4. Does your child have a certain place to store toys?
___yes ___no

5. Does your child have ___a room, ___a drawer, ___a shelf, ___a box, or _____ that is just for his or her treasures?

6. Have you and your child checked out any books for the child from the Public Library? ___never, ___sometimes, ___in the last six weeks.

7. Do you find time to read books from the Public Library?
___yes ___no

8. How many hours does your child watch television each day?
___week days ___Saturday ___Sunday

9. Does your child have a regular time to: ___bathe,
___brush teeth
___go to bed

10. Do you have a certain place to keep ___cleaning supplies, ___detergents, ___paints, kerosene, ___adult tools?

11. Do you read to your child ___never, ___sometimes, ___most everyday.

12. Do you attend P.T.A. Meetings ___never, ___sometimes, ___most of the time.

13. What community recreation facilities do you and your child use? ___swimming pool, ___parks, ___playground, _____(other).

14. Have you made use of the services of the Farm and Home Agents Offices? ___Homemaker Club meeting, ___Special Interest meeting, ___Pamphlets, written ___Personal help information ___(kitchen planning, house plans, color schemes, selection of clothing, etc.)

15. Have you ever participated in an adult class at Randolph Technical Institute? ___yes ___no _____(specify)

16. Your 4 or 5 year old child has just asked you "Where do babies come from?" Will you ___answer him truthfully, ___ignore the question and change the subject, ___tell him or her that you will explain when he or she is older.

17. Have you and/or your children made use of any of the following services: Health Department: ___Xray, ___Child Care Clinic, ___personal check-up, ___Cancer Clinic, ___Mental Health Clinic, ___other.

Welfare Services: ___Financial assistance, ___Family counseling (domestic, financial or legal), ___Planned parenthood, ___child adoption, ___other.

PERSONAL DATA SHEET

Name _____
(Last) (First) (Middle)

Husband's
or wife's name_____
(Last) (First) (Middle)

Number in family (children)

1. sex_____ age_____
2. sex_____ age_____
3. sex_____ age_____
4. sex_____ age_____
5. sex_____ age_____
6. sex_____ age_____
7. sex_____ age_____
8. sex_____ age_____
9. sex_____ age_____

Husband:

_____age

Occupation_____
( ) fulltime
( ) parttime

Wife:

_____age

Occupation_____
( ) fulltime
( ) parttime

If mother works what are baby sitting arrangements?_____
_____
_____

Check highest number of years of school completed:

Husband		Wife
_____	0-5 years	_____
_____	6-8 years	_____
_____	9-11 years	_____
_____	completed High School	_____
_____	1-3 years college	_____
_____	college graduate	_____

Is kindergarten child living with both mother and father ___
mother_____ father_____
other (specify)_____

Is the family's yearly gross income within:

$ 1,000.00 - $ 2,999.00 _____
$ 3,000.00 - $ 4,999.00 _____
$ 5,000.00 - $ 6,999.00 _____
$ 7,000.00 - $ 8,999.00 _____
$ 9,000.00 - $10,999.00 _____
$11,000.00 - Up _____

APPENDIX B

OUTLINE FOR DISCUSSION CLASSES

CLASS I: Introduction;
Administration of Attitude Survey and Questionnaire;
Demonstration and Discussion on Safety in the Home and Space Needs of Children.

I. Preliminaries:

Name tags, refreshments, and introduction of each parent to other parents in the group.

II. Introduction:

A. Today's World in "Cartoons."

B. Stages of Child Development in pictures. Discussion of cartoon entitled "Parents."

C. Question: "What kind of parent do I really want to be?" (Lead discussion in terms of "responsible parenthood.")

D. Using a cartoon to illustrate "Using what we have to get what we want," emphasize: (1) making use of opportunities to learn about child development and training, and the home guidance needed to adapt to growing-up and living in "Today's World"; (2) Using community resources; (3) recognizing and using teachable moments when they arise.

III. Administration of Attitude Survey and Questionnaire.

A. The Southern California Parent Attitude Survey

B. Questionnaire regarding provisions for children and use of community resources.

IV. Demonstration and Discussion:

A. Safety in the home

1. Discussion of items on display--plastic bags, household cleaning supplies, medicines, glue, paints, broken toys, and adult tools.
2. Discussion of other safety precautions--scatter rugs, stairs and door gates, pull-over furniture, electrical cords and supplies, and heaters.

B. Space needs of children

1. Sleeping
2. Storage of clothing
3. Storage of toys
4. Major play area
5. Minor play areas
6. A place to display creative work
7. A drawer or box for treasures
8. Table space
9. Uncarpeted floor area

V. Community Resources:

A. Books for children on exhibit from Asheboro Public Library.

B. Materials on exhibit from Home Economics Agents' Office.

C. A reading table of Public Affairs Pamphlets and selected pamphlets from other sources for parents to check out from week to week.

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CLASS II: The Task of the Home in Sex Education

I. Introduction:

A. Statement--"Healthy personality development in children depends in large measure on the parents' attitudes and the nature of the parent-child relationship." Discussion.

B. Read and discuss the following exerpts and quotes:

1. Exerpt from "Dear Abby," Courier Tribune, 10-22-69.

> CONFIDENTIAL TO M. M. S.: To set the record straight, I said, "Ideally, sex education should be taught in the home, but since it obviously is not, the next best place is in the public schools, by responsible teachers."
>
> Too many mothers were raised to believe that sex is "dirty," and the subject should never be mentioned in front of the children. And should a little girl ask any questions about sex, she was told, "you're too young to know"--or, "nice girls don't talk about such things." And later should this little girl grow up and try to find the answers to her questions by experimenting, and wind up pregnant, this same mother will wring her hands and say, "What have I done to deserve this! I gave her everything!"

2. Exerpt from "Begins at Birth," Greensboro Daily News, December 3, 1967.

> Behind the drive is a national concern over soaring venereal disease rates and illegitimate births among teenagers.
>
> Government figures show there are an average of 130,000 births yearly to unmarried school girls under 19. In 1965, the latest year for which complete figures are available, there were 6,100 births to girls under 15.

Mrs. Schiller recalls that in counselling work she has come across pregnancy in girls as young as 12.

"These children simply didn't know what had happened to them," Mrs. Schiller said. "Some seemed confused about their identities. They weren't quite sure they were attractive as girls. They grabbed at sexual opportunities in pathetic attempts to gain reassurance."

3. Quote from Dr. Richard Klemer, Counseling in Marital and Sexual Problems, pp. 92-93.

"Five major nonphysical influences shape and reshape the developing sex consciousness and behavior of the typical middle-class American male: (1) infant love-response patterns, (2) early sex training, (3) intensity of training in social responsibility, (4) the implanted notion of the importance of women, and (5) gang and man-group influence."

4. Quote from Marion O. Lerrigo, Parents' Privilege, How, When, and What to tell Your Child About Sex, p. 19.

"Many authorities would go so far as to say that sex education is only as good as the attitudes it develops in a child about family life, about babies, about boys and girls, about the way love is expressed, and about one's own body. This kind of learning extends over a period of years. If a child fails to get a fact, it will not be nearly so serious as if he gets a wrong attitude about sex."

C. We are going to look at "The Task of the Home in Sex Education." We shall look at sex education as it begins in infancy and progresses through stages throughout the child's growing years. As we look at this and discuss it, I want us to think in terms of "teachable moments."

EXAMPLE: Exerpt from Courier Tribune, Friday, August 22, 1969. Topic: "Questions Children Ask."

"Nobody was really eavesdropping, but the little tyke was obviously taken aback by the sight of a downtown department store's undraped mannequin. In fact, he was downright awed.

When his mother realized he'd wandered away from her side, she recovered him in time to hear his question: "Mudder! Why's zat woman so still and swollen in places?"

She nearly jerked his arm off getting him down the street."

Was this a "teachable moment"? How could the mother have made it so?

II. Presentation of stages and characteristic behavior of each stage (listed on roll of paper and unrolled as presentation and discussion progresses through the various stages).

Stage I--birth through the first year.

Stage II--one year to four years.

Stage III--three and one-half to five years.

Stage IV--five to seven years.

Stage V--eight to genital maturity.

Stage VII--genital maturity to selection of mate or marriage partner.

Selected news clippings and little stories from pamphlets and the book, Between Parent and Child by Haim G. Ginott, will be used throughout the presentation when needed to stimulate and enhance the discussion.

III. As parents, are we practicing what we preach?

IV. Summarizing statements

V. Community Resources:

A. Books for children on exhibit from Asheboro Public Library.

B. Materials on exhibit from Home Economics Agents' Office.

C. Reading table of Public Affairs Pamphlets and selected pamphlets from other sources for parents to check out from week to week.

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Rubin I. Transition in sex values--implications for the education of adolescents. Journal of Marriage and the Family, 27, May, 1965, pp. 185-189.

Sattler, H. V. Parents, children and the facts of life. Patterson, New Jersey: St. Anthony Guild Press, 1952.

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Strain, F. B. Normal sex interests of children. New York: Appleton-Century-Crofts, Inc., 1948.

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CLASS III: Understanding Our Children

I. Community Resources--Public Health Nurse speaks to group about available services through the Randolph County Health Department.

II. Preview of films:

(Look for characteristics of each age group, techniques of discipline used, and "teachable moments.")

A. The Terrible Twos and Trusting Threes. Discussion.

B. Frustrating Fours and Fascinating Fives. Discussion.

C. Sociable Six to Noisy Nine. Discussion.

III. Summary

Drawn up by leader and parents together.

Chuckle: The difference between being a high-spirited child and a juvenile delinquent is whether he is my kid or yours.

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Osborne, E. Democracy begins in the home. Public Affairs Pamphlet 192, 1953.

Stoops, E. & Rafferty, M. Just a minute, junior! West Orange, New Jersey: The Economic Press, 1963.

Selected pictures to stimulate discussion.

CLASS IV: Discipline: Wise or Otherwise

I. Around-the-table discussion of discipline of children. Each parent is asked to present a question or situation of their own or to take one from the available container of conversation questions as the discussion progresses. (List of questions included).

II. The films and references from the previous class session are used as a frame of reference.

III. Summary

IV. Creative Activities:

A. Each parent was asked the previous session to bring to share with the group, an activity they like to do with or provide for their child.

B. Discussion leader shares several ideas with the group.

V. Community Resources:

A. Library table includes several books available in Asheboro Public Library that relate ideas for home activities with children.

B. Reading table of check-out materials available as at all other discussion sessions.

REFERENCES

Films shown during Class III.

Written references listed in Class III.

CONVERSATION QUESTIONS AND STATEMENTS IN "THE HAT"

1. The child has just performed a particular task. He can do it. Does this mean that he is ready to take the responsibility for doing it alone?
2. Baby wants to feed himself, what shall you do?
3. What does going to bed mean to a child? How can we make it a pleasant routine for parent and child?
4. When and how shall we go about toilet training?
5. A new baby comes to your house. How might you deal with the jealousy that comes forth in your preschool child or children?
6. Johnny does not like this and will not eat that--How might you go about developing good eating habits?
7. A child who is afraid of flushing the toilet should be made to flush it over and over.
8. A child who has a temper tantrum should be _____. left alone, spanked, talked with, have cold water thrown in his face.
9. Strict discipline is the best way to make sure that our children do not "turn out bad."
10. Parents must expect to give up their own happiness for that of their children.
11. Mothers very often feel that they can't stand their children a moment longer.

12. You disagree with the way your husband (or wife) is disciplining one of the children, what will you do?
13. A child is most lovable when he is small and helpless.
14. In the give and take of family life, too many men take more than they give.
15. Mothers who work very often neglect their children.
16. Children should be kept away from people with ideas which are different from those of their parents.
17. If a parent sees that a child is right and the parent is wrong, he should admit it and change his behavior.
18. Promises to children should be kept as faithfully as those to adults.
19. It is not the duty of the parent to teach the child about sex.

CLASS V. Bringing Up Your Child Without Prejudice

I. What is Prejudice?

Have group give examples of prejudice at work.

II. Where, when, and how do we acquire these prejudices?

Listen to and discuss the following recordings:

A. "Tradition" from Fiddler on the Roof.

B. "Carefully Taught" from South Pacific.

III. Preview film, Willie Catches on or A Morning for Jimmy, whichever is available. Discussion.

IV. In light of what has been seen and discussed tonight,

A. Where shall we begin if we wish to bring up our children without many of the prejudices of this generation? (examine ourselves.)

B. How shall we proceed? (Know what we value, what our goals are and relate them to our children, but teach them that others have a right to values and goals quite different from our own; by example, teach them to look for the good in every individual; and make "teachable moments" of questions and problem situations.)

V. Community Resources:

A. Director of Department of Social Services, Randolph County, speaks to groups about services available through the Department. Questions and discussion.

B. Library table--books for children from Asheboro Public Library.

C. Reading table--pamphlets and magazines that parents can check out to read during the coming week.

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Clark, K. B. Prejudice and your child. Boxton: The Beacon Press, 1955.

Young, M. B. How to bring up your child without prejudice. Public Affairs Pamphlet 373, 1965.

CLASS VI: Getting Ready for School--Parent and Child Administration of Attitude Survey and Questionnaire.

I. Getting ready for school--parent and child.

A. Physical readiness
B. Emotional and social readiness
C. Material readiness
D. Intellectual readiness

} Pull together points from discussion topics and community resources and list on a chart.

E. Healthy habits and home rules that contribute to happy school life.
(Good health habits, regular bedtime, television, homework, participation in school activities).

II. Administration of The Southern California Parent Attitude Survey and The Questionnaire.

III. Thank Yous and Good Byes.

REFERENCES

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"A Young Man's Dilemma"

"A Young Girl's Dilemma"

"What Should the Home Represent to Each Member of the Family?"